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ABSTRACT

The first of a series of documents about Project Success, an enrichment program for gifted elementary students, describes identification and evaluation procedures for the four project components: language arts, electricity, marine science, and art. Included among sample identification measures are a checklist on general characteristics and a test on electricity. Evaluation measures appended include dialogue writing assignments and information on screening criteria, and an art evaluation check list. (CL)

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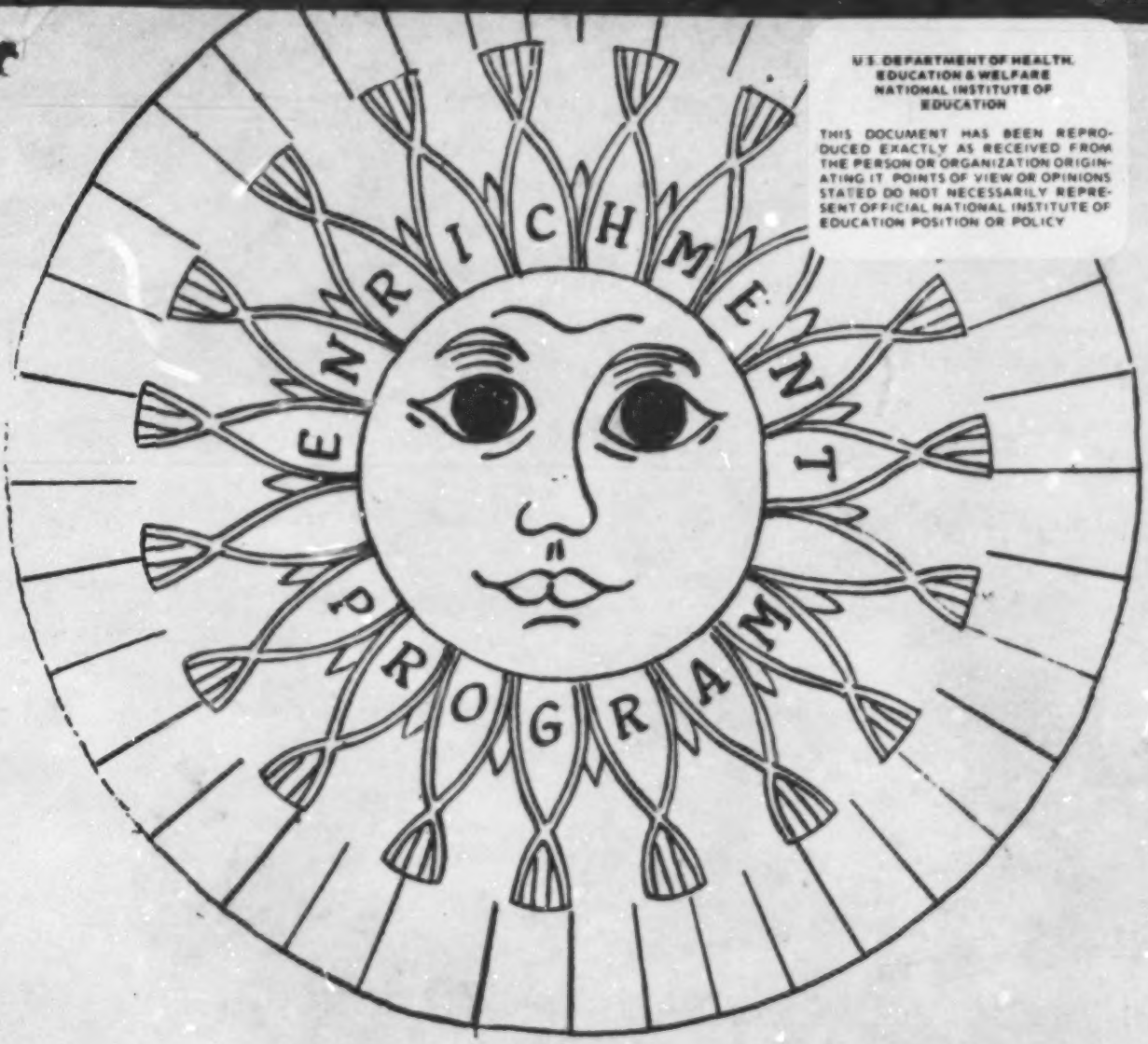

IDENTIFICATION and EVALUATION

of the

ENRICHMENT COMPONENT

of

"PROJECT SUCCESS"

Language Arts

Marine Science

Electricity

Art

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IDENTIFICATION PROCEDURES

I. Language Arts

The Metropolitan Achievement Test (or an equivalent test) is used as a primary measure for identifying students for participation in the language arts section of the Enrichment Program.

The following criterion is used:

Fourth and fifth grade students must score two years above grade level in reading and one year above grade level in language arts.

Sixth grade students must score three years above grade level in reading and two years above grade level in language arts.

Teacher recommendation is also an essential part of student identification.

All teachers with potential candidates for the Enrichment Program in language arts should fill out the checklist (Appendix A). This data along with the Metropolitan Achievement scores should provide a nucleus of students as participants in Enrichment Language Arts classes. A task force of Enrichment Program coordinator, two classroom teachers, and school principal should come up with the final list of students. This list of students is prioritized according to greatest need. Number of students is decided upon for participation in the Enrichment Program.

II. Electricity

A project staff-developed instrument is used to identify students in electricity in the Enrichment Program. There are two of these identification forms. One is a short form or sample test (Appendix B) which is given to all 4th, 5th and 6th grade students in the elementary school involved. Approximately twenty minutes is allowed to administer the test. There are 18 possible points on the test. Those students scoring 15 points or better on this sample test will then be eligible to take the long form or electricity assessment (Appendix C). There are 66 possible points on this test, Fourth graders must receive 40 points or better in order to be eligible for participation in the electricity section of the Enrichment Program. Fifth and sixth grade students must receive a score of 50 points or better for particiaption. This data, in conjunction with the checklist in Appendix A, should be reviewed by a task force made up of the Enrichment Program coordinator, two classroom teachers and the school principal. They will come up with the final list of students. This list of students is prioritized according to greatest need. Number of students is decided upon for participation in the Enrichment Program.

III. Marine Science

A project staff instrument is used to identify students for marine science section of the Enrichment Program. There is only one test available; it is a long form consisting of three pages to be administered to all 4th, 5th and 6th grade students in the elementary school involved. This test, the procedures for administering, and criterion for identification are

found in the front section of the Marine Science Introductory Packet. A task force, as outlined in the electricity identification procedures, should be used to go over test data and final selection of students for participation. Teacher checklist in Appendix A should also be included in this selection process.

IV. Art

A project staff-developed instrument is used to identify students in the areas of drawing, painting, and claywork. This instrument is set up so the evaluator can observe the student's approach to the media being used, process by which the student manipulates the media, and product which the student carries to completion. This test, the procedures for administering, and criterion for identification are in the front of the Art Introductory Packet. A task force, as outlined in the electricity identification procedures should be used to go over test data and final selection of students for participation. Teacher checklist in Appendix A should be included in this selection process.

EVALUATION PROCEDURES

I. Language Arts

Pre-samples need to be taken from each student during the first three weeks of participation in the Enrichment Program. There are three evaluation sheets, #'s 1, 2, and 3, of different kinds of pre-sample data to be collected (Appendix D). These pre-samples need to be taken for each student as instruction proceeds throughout the year. These post samples are to be of the same type as appeared on evaluation #1, #2 and #3. Three to four pre-samples for each student are paired with three or four post samples of this same student. Samples of the same kind are paired, e.g., non-rhyming poetry with non-rhyming poetry, descriptive paragraph with descriptive paragraph, short story with short story. Groups of these paired samples are then randomly selected to be evaluated by raters with expertise in language arts. The form in Appendix E is used for evaluation of the paired samples about a month before the school year ends.

II & III. Electricity/Marine Science

The project staff-developed test for electricity and marine science is given to all students at the end of instruction for the year. The long form of both tests is used which is the same as the pretest.

IV. Art

During the first three weeks of instruction in the Art Enrichment Center pre-samples in drawing, painting, and claywork are taken for each student. Throughout the rest of the instructional time post samples in all three areas are collected from each student. Three to four pre-samples are paired with three to four post samples in all three areas. Groups of these paired samples are then randomly selected to be evaluated by raters with expertise in art. The form in Appendix F is used for evaluation of the paired samples about one month before the school year ends.

APPENDIX A

GENERAL CHARACTERISTICS

Nature of Skill or Characteristic	low (1)	average (2)	high (3)	superior (4)
1. Attention span, ability to work for a prolonged period without losing interest	( )	( )	( )	( )
2. Ability to work independently (with minimum assistance from teacher or others in class)	( )	( )	( )	( )
3. Ability to assume responsibility	( )	( )	( )	( )
4. Sense of humor	( )	( )	( )	( )
5. Ability to anticipate, skill in sensing what may happen in a story, experiment, game	( )	( )	( )	( )
6. Ability to see and correct his own mistakes	( )	( )	( )	( )
7. Reliability, ability to complete assignments on time or to do what is asked of him	( )	( )	( )	( )
8. Achievement at levels beyond grade or group. Tendency to read ahead, do arithmetic examples other than asked, skill with science materials or experiments not shown in text-books, etc.	( )	( )	( )	( )
9. Ability to finish what he starts	( )	( )	( )	( )
10. Creativity, as revealed in degree of imagination shown in writing, music, art, science work	( )	( )	( )	( )
11. Creativity, ability to think out problems, readiness to take short cuts to achieve end	( )	( )	( )	( )
12. Conformity, tendency not to deviate from normal patterns of work, play. Willingness to follow directions or regulations established by teacher or school	( )	( )	( )	( )

GENERAL CHARACTERISTICS (cont.)

Nature of Skill or Characteristic	low (1)	average (2)	high (3)	superior (4)
13. Alertness, ability to note details, something new or unusual	( )	( )	( )	( )
14. Curiosity, wide range of interests, a desire to know how, why, and when things happened	( )	( )	( )	( )
15. Memory, ability to remember rules, regulations, details, facts or knowledge studies earlier	( )	( )	( )	( )
16. Discriminating skill, ability to sense what is important or significant.	( )	( )	( )	( )
17. Speed in learning new things	( )	( )	( )	( )
18. Persistence, ability to continue working at a task in the face of obstacles or lack of equipment	( )	( )	( )	( )
19. Multiplicity of interests, has numerous hobbies, can always find something to occupy time	( )	( )	( )	( )
20. Skill in problem solving, ability to set up a new problem as well as solve those encountered in the course of a day	( )	( )	( )	( )
21. Vocabulary, ability to express himself through the use of descriptive words which he understands and uses correctly	( )	( )	( )	( )
22. Ability to accept a challenge, readiness to go beyond the minimum, ability to try and then complete a task which may appear difficult and even frustrating.	( )	( )	( )	( )
23. Ability to work with abstract ideas. Needs a minimum of concrete experiences to grasp new ideas or concepts.	( )	( )	( )	( )

GENERAL CHARACTERISTICS (cont.)

Nature of Skill or Characteristic	low (1)	average (2)	high (3)	superior (4)
24. Generalization skill, ability to formulate a principle and proceed to test it out	( )	( )	( )	( )
25. Ability to take the initiative without being told	( )	( )	( )	( )
26. Ability to make critical judgements, to sense what is good, right, wrong bad	( )	( )	( )	( )
27. Work shows skills have been mastered or information acquired which has meaning to the student	( )	( )	( )	( )
28. Ability to apply skill or use knowledge to solve problems, does not have to copy from the book	( )	( )	( )	( )
29. Quality of workmanship, pupil tends to hand in work which is of high quality, both in content and form	( )	( )	( )	( )
30. Reads widely, is not content to just sit when his work is done and library books or references are available	( )	( )	( )	( )
31. Leadership, inclination to serve in a leadership rather than follower position	( )	( )	( )	( )
32. Emotional development, seems to be able to accept new ideas, face challenges or change without becoming outwardly frustrated	( )	( )	( )	( )
33. Social acceptance, ability to get along with other boys and girls of his own age, or somewhat older	( )	( )	( )	( )
34. Readiness to volunteer, willingness to take on new assignments or take over duties not always desired by others	( )	( )	( )	( )
35. Attendance, regularity of attendance	( )	( )	( )	( )

APPENDIX B

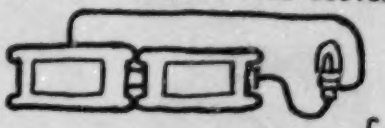
ANSWER KEY total points possible: 18
needed to pass: 15

ELECTRICITY SAMPLE TEST

1. In which examples below will the bulb light? Mark an X on line beside those which will light.

A. X

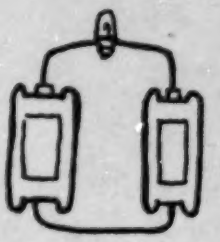
B. X



C. _____

D. X

5 points



E. _____

2. is the symbol for a light bulb in a holder. In which examples below will the bulb light? Mark an X on line beside those which will light.

3 points

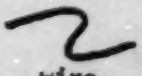
A. X

B. _____

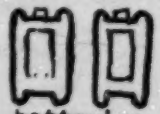
C. _____

3. Using the materials below draw a diagram that shows how you would connect these materials to make a complete circuit.

3 points

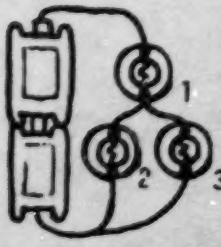


wire



batteries

bulb

4. 

What happens if just bulb one is removed from its socket? 3 points

no lights

What happens if just bulb two is removed from its socket?

1 and 3 work

What happens if just bulb three is removed from its socket?

1 and 2 work

5. Name two materials that conduct electricity. 2 points

(1) metal (2) water

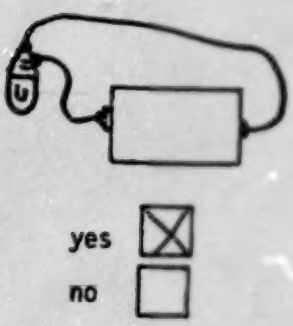
6. Name two materials that insulate electricity. 2 points

(1) rubber (2) cotton

ELECTRICITY ASSESSMENT

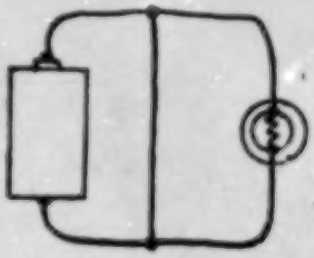
SECTION A

1. In the examples below place an X in the box marked "yes" if the bulb will light and an X in the box marked "no" if the bulb will not light.

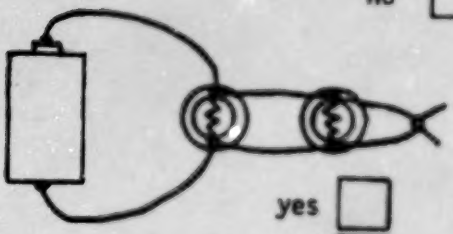


yes ☒
no ☐

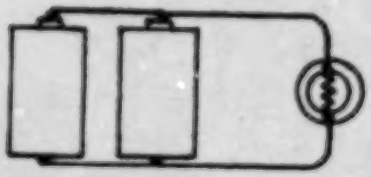
yes ☒
no ☐



yes ☐
no ☒

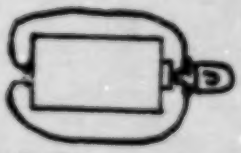


yes ☐
no ☒



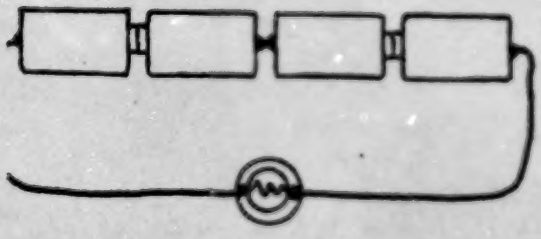
yes ☒ no ☐

yes ☐
no ☒

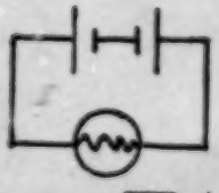


yes ☒
no ☐

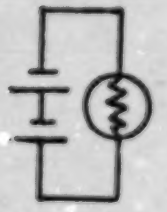
yes ☒ no ☐



yes ☐ no ☒



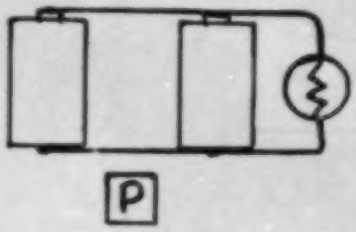
yes ☐
no ☒

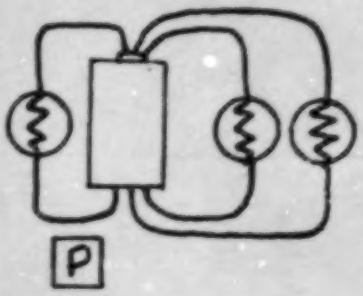


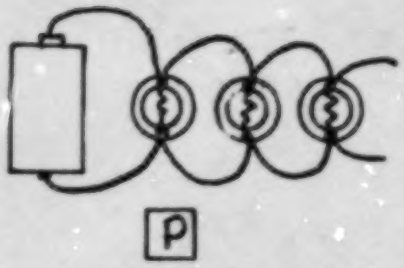
yes ☒
no ☐

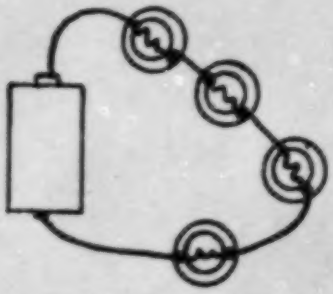
ELECTRICITY ASSESSMENT Section A 7 points (1 each)

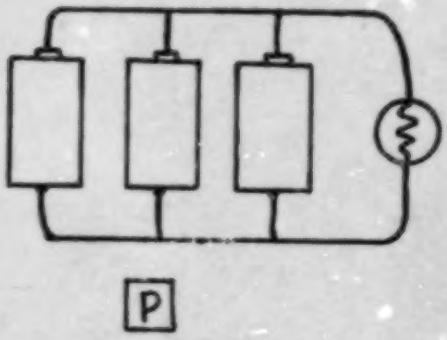
2. Write the letter "P" in the box by each parallel circuit and an "S" by each series circuit.

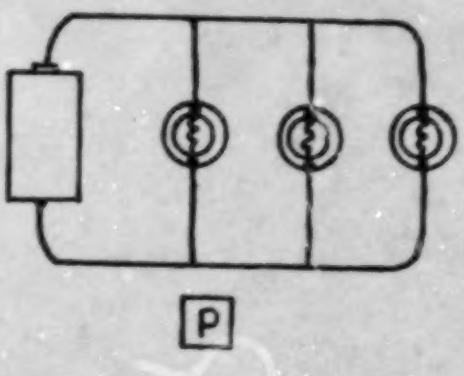






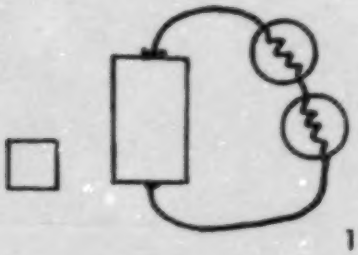




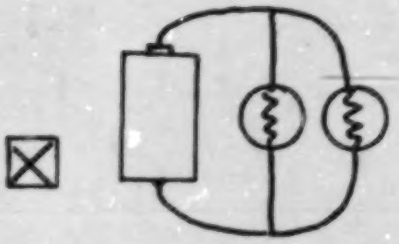


ELECTRICITY ASSESSMENT Section A

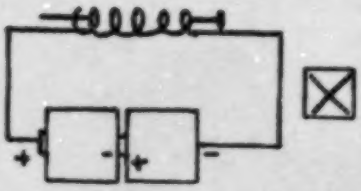
3. Put an X in the box beside the circuit that will have the brighter lights.



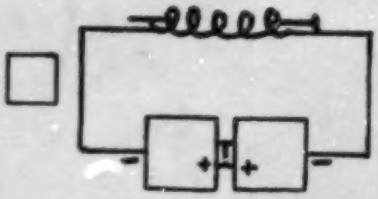
1 point



4. Put an X in the box beside the circuit that will pick up paper clips.



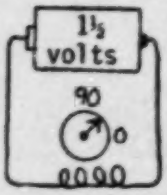
1 point



SECTION B

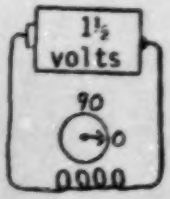
1. A galvanometer is a meter for measuring current. A strong current measures 90° , no current measure 0 . After looking at the three pictures below, explain why you think each meter has the reading it does.

3 pts. each
(all or nothing)



A Battery not strong enough to give 90° reading, but will produce average reading.

B Stronger battery - will give stronger reading.



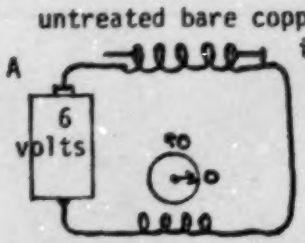
C Dead battery, or faulty wiring, or break in coil, or meter not working

ELECTRICITY ASSESSMENT Section B

2. After looking at the three pictures below, explain why each meter has the reading it does.

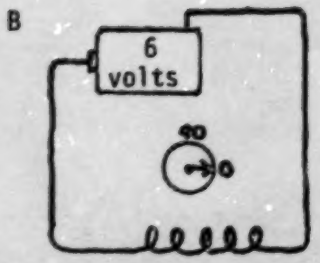
3 points
(all or nothing)

A



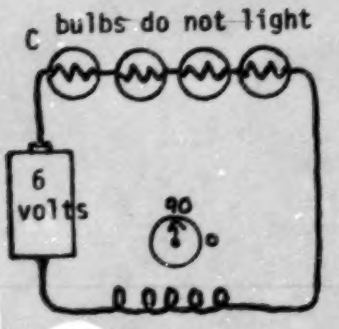
Untreated copper wire will short circuit - or - wire or connection faulty

B



One wire is touching the side of the battery, not the negative pole - not in complete circuit

C



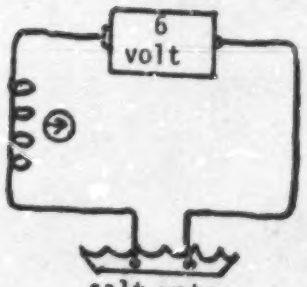
Electricity is still going through, but the battery isn't strong enought to light the bulbs

ELECTRICITY ASSESSMENT Section B

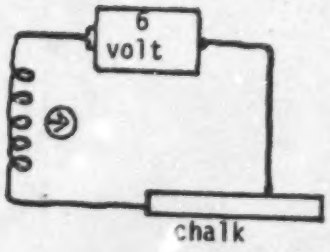
3. In the pictures at the left are some circuits that have a meter attached to them. Ⓐ is the symbol for that meter. At the right are some readings. Match the circuits with the meter reading that you think each circuit would have.

1 point each

A



B



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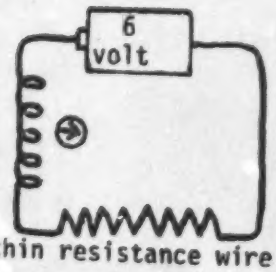
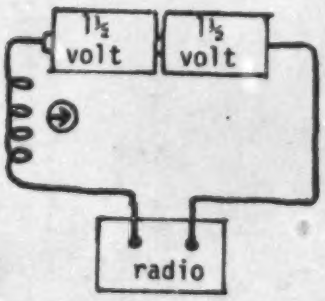
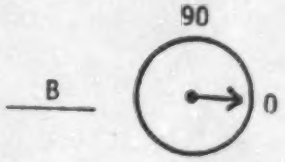
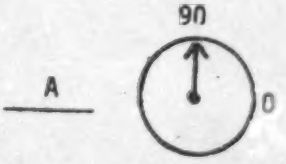


D

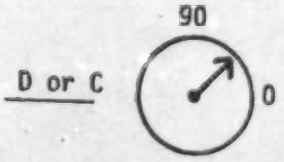




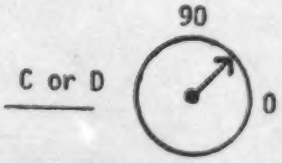
B



A



D or C

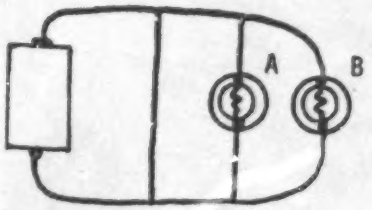


C or D

ELECTRICITY ASSESSMENT

SECTION C 1 point each

1. In the diagram below what will happen to the bulbs? Put an X in front of the correct answer.



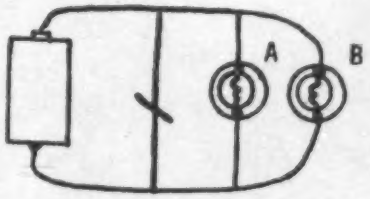
____ A and B will light.

__X__ A and B will not light.

____ A only will light.

____ B only will light.

2. If a break were made in the circuit as shown below (\), what happens to the other bulbs?



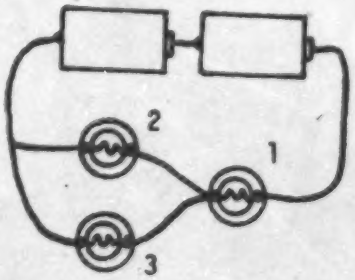
__X__ A and B will light.

____ A and B will not light.

____ A only will light.

____ B only will light.

3. What happens in the circuit below when the number one bulb is removed from its socket?



____ Nothing

____ Number two bulb gets dimmer.

____ Bulb number two gets brighter.

__X__ Other bulbs go out.

____ Bulb number three gets brighter.

____ Bulb number three gets dimmer.

4. What happens in the same circuit above when the number two bulb is removed from its socket?

____ Nothing

____ The other bulbs go out.

__X__ Bulb number one gets brighter.

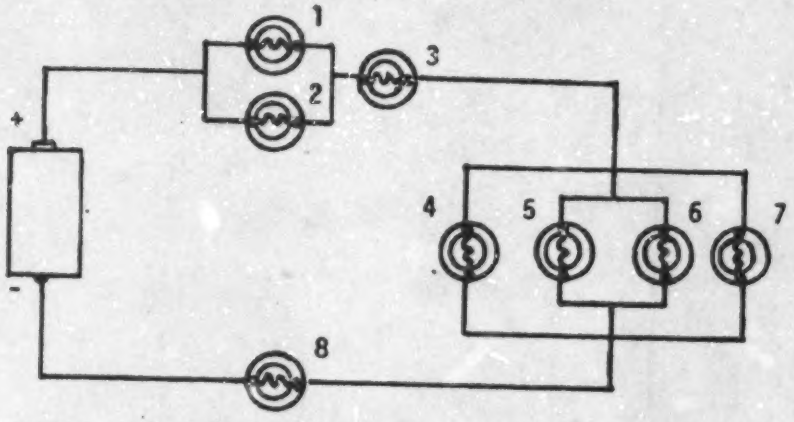
____ Bulb number one gets dimmer.

____ Bulb number three gets dimmer.

____ Bulb number three goes out.

ELECTRICITY ASSESSMENT Section C 1 point each

Answer the following questions about the diagram below:



5. If you remove number five and number six bulbs what will happen to the circuit? Put an X in front of the correct answer.

____ Four and seven will also go out.

____ One and two will also go out.

X Nothing.

____ All the bulbs will go out.

6. If you remove number three, what will happen to the circuit? Put an X in front of the correct answer.

____ All will go out except one and two.

____ Just three will go out.

____ Nothing.

X All the bulbs will go out.

7. What two bulbs, if removed, would keep all the other bulbs from lighting? Put an X in front of the correct answer.

____ One and four.

X Three and eight.

____ Five and six.

____ Four and seven.

ELECTRICITY ASSESSMENT Section C 1 point each

8. The flow of electrical current moves from (see picture on Page 7.)

X the negative side of the battery towards bulb eight.

____ the positive side of the battery towards bulbs one and two.

____ from both positive and negative sides of the battery.

____ from north to south.

9. In the picture to the right what will happen to bulb number one? Put an X in front of the correct answer.

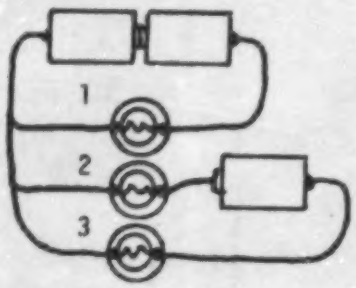
____ It will light.

X It will not light.

What will happen to bulbs two and three?

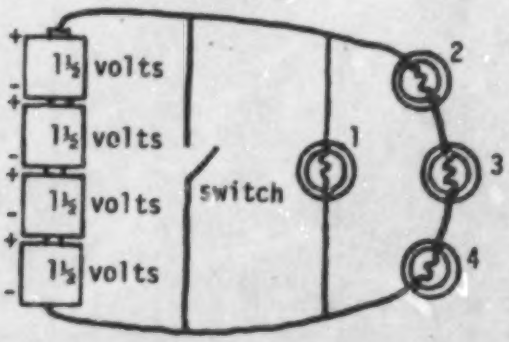
X They will light.

____ They will not light.



SECTION D

Look at the circuit below carefully.



1. Put an X in front of the statements below that would be true about the circuit as it appears above with the switch open. 7 points possible

____ Very hot wires

____ Fast chemical reaction

X All bulbs will be lighted

X Number one bulb will be brighter than the rest

____ Number three bulb will be brighter than the rest

X The flow of current moves from the negative end of the battery toward the positive end of battery

X 6 volt power source

ELECTRICITY ASSESSMENT Section D

2. Now put an X in front of the statements below that would be true if the switch were closed. (See picture on page 8.)

7 points possible

X Very hot wires.

X Fast chemical reaction

___ All bulbs will be lighted.

___ Number one bulb will be brighter than the rest.

___ Number three bulb will be brighter than the rest.

X The flow of current moves from the negative end of the battery toward the positive end of battery.

X 6 volt power source.

Total possible points: 66

Needed to pass:

4th graders - 40

5th graders - 50

6th graders - 50

ELECTRICITY EVALUATION SHEET-STUDENT EXPERIMENTS

Name _____

EXPERIMENT TEST GROUP #1		Pre Sample	Schematic Drawing	Post Sample	Schematic Drawing
--Light a bulb one way	Comp.				
	Date				
--Light a bulb more than one way	Comp.				
	Date				
--Set up a circuit in series using at least three bulbs	Comp.				
	Date				
--Set up a parallel circuit using at least three bulbs	Comp.				
	Date				
--Construct an electromagnet	Comp.				
	Date				

EXPERIMENT TEST GROUP #2					
--Make a Mystery Box to test pathways	Comp.				
	Date				
--Construct two circuits to explain resistance	Comp.				
	Date				
--Make your own bulb	Comp.				
	Date				
--Construct an electromagnet	Comp.				
	Date				
--Make a galvanometer	Comp.				
	Date				
--Construct a buzzer	Comp.				
	Date				

EXPERIMENT TEST GROUP #3					
--Make a galvanometer	Comp.				
	Date				
--Make a testing device	Comp.				
	Date				
--Construct a buzzer	Comp.				
	Date				
--Construct a motor	Comp.				
	Date				
--Create your own electrical invention (gadget)	Comp.				
	Date				

APPENDIX D

Name_____

Date_____

LANGUAGE ARTS
EVALUATION #1

1. STORY WRITING

Write a short story using a title of your choice. Use as many descriptive words and phrases as you can.

_____

LANGUAGE ARTS EVALUATION #1

II. WRITING POEMS

A. Write a poem that rhymes.

B. Write a poem that does not rhyme.

LANGUAGE ARTS EVALUATION #1

III. Write a character description about a person of any age level. Use as many descriptive words and phrases as you can.

Name_____

Date_____

LANGUAGE ARTS
EVALUATION #2

I. STORY WRITING

Write a short story using dialogue (conversation between characters). Choose one of the titles below or make up your own. Also, remember to use as many descriptive words and phrases as you can.

A. My Dog
B. My St. Bernard
C. Ruff the Dog
D. Hairy Does it Again
E. All of a Sudden
F. The Great Escape

LANGUAGE ARTS EVALUATION #2

II. POEMS

A. Write a poem that rhymes.

B. Write a poem that does not rhyme.

Name _____

Date _____

LANGUAGE ARTS
EVALUATION #3

I. STORY WRITING

Write a short story using a title of your choice. Use as many descriptive words and phrases as you can.

_____

LANGUAGE ARTS EVALUATION #3

II. POETRY

A. HAIKU is a Japanese form of poetry which captures a moment in time. (It is sometimes called "snapshot poetry", because it gives the reader a quick glimpse of something.) A Haiku poem contains 17 syllables; 5 syllables in the first line, 7 syllables in the second line and 5 syllables in the third line. It usually contains 3 lines and usually contains mention of a season. WRITE A HAIKU OF YOUR OWN.

B. CINQUAIN is of American origin. It contains five lines. The syllable count is 2-4-6-8-2. The first line is usually done as a title or scene setter. The lines can be described as follows:

Line 1	Subject	or noun
Line 2	Describes the subject	or 2 adjectives
Line 3	Motion or movement	or 3 verbs
Line 4	Emotion or feeling	or a feeling about
Line 5	Synonym for subject	or a synonym for noun

WRITE A CINQUAIN OF YOUR OWN.

LANGUAGE ARTS EVALUATION #3

III. Write a narrative in the first person (a story written as if you yourself were telling it). You may choose your own title or one of the ones below. Use as many descriptive words and phrases as you can.

A. The Secret of the Lost Mine
B. Charlie
C. The Old Man
D. The Catastrophe
E. Trouble on Tuesday
F. The Cat

CRITERA FOR SCREENING LANGUAGE ARTS SAMPLE EVALUATION SHEETS #1, #2, AND #3

After students have completed the writing samples the following criteria can be used to evaluate the degree of sophistication of each sample. Then a prioritized list can be developed starting with the students rating the highest. The instructors can use this list to be sure that the kids with the most need are being serviced.

It is especially helpful if only small groups of students can be involved. The top 12 could become the ones to start instruction and others could be added according to space available.

Short Story (With or Without Dialogue)

--Word expansion
--Sentence expansion
--Sentence order
--Imagery (descriptive adjectives, similes, personifications)
--Setting
--Characterization
--Plot development (sequencing and organization of thoughts)
--Use of dialogue
--Originality

Paragraphing, grammar, punctuation and spelling are important factors to take into consideration; however, in this particular evaluation criteria they are not of prime concern.

Poetry (Rhyming, Nonrhyming, Haiku, Cinquain, Etc.)

--Format
--Imagery (descriptive adjectives, similes, personifications)
--Development of mood or feeling
--Originality
--Understanding of type of poetry used

Character Description

--Physical characteristics
--Personality traits (behavior)
--Sentence order
--Word expansion
--Sentence Expansion
--Organization of thoughts

Word Expansion -- use of descriptive adjectives. Look for sentences like "On that spring day the soft breeze was blowing, and there was a fresh fragrance in the air" as opposed to "It was a day in spring," or "The soft willowy birch trees swayed in the wind at the edge of the hill" rather than "There were trees on the hill."

Sentence Expansion -- the addition of words or phrases to make sentences more interesting. Look for "A few remaining leaves fall as a gentle breeze flows through the tree tops with a faint moan," as opposed to "Some leaves fell off the trees."

Sentence Order -- order of words in a sentence. Look for variations, especially in the beginning words or groups of words in a sentence. Use adverbs, prepositional phrases or descriptive adjectives to begin a sentence as opposed to just nouns or pronouns: "Carefully the four children crept up the stairs." "Cautious, soft-footed antelope traveled in herds across the meadow." "In the beginning there was light" as opposed to "I have a dog. He is furry. He is my friend. He barks a lot."

Imagery -- words and phrases combined to create a picture in the reader's mind. Look for descriptive adjectives, similes and personifications:

sparkling, twinkling hazel eyes
bouncing, brown hair

Algae is like a drop of life.
He was as insecure as Jello.

The broken branch wept pitch.

Setting -- description of the area where the story takes place or description of the situation that is occurring when the story begins. Look for use of all of the above in student's writing (word expansion, sentence expansion, sentence order and imagery).

Characterization -- development of the physical and personality traits (behavior) of the main character(s) in a story.

Physical	Personality
freckled face	easy-going
twinkling blue eyes	quick tempered
button nose	reliable
broad grin	amiable
wispy blond curls	laughs a lot
	pleasant disposition
	boisterous
	shy
	sense of humor

Plot Development -- sequencing and organization of thoughts so that the action in the story leads to some sort of a climax and conclusion. Look for development of setting, characterization, and some action that those characters are involved in leading to a result of that action. Watch to see that students don't just rely on description of setting or of a character for their entire story. More advanced students, especially, should be encouraged to start trying to develop some sort of a plot sequence.

Use of Dialogue -- using conversation between two or more characters in a story. If this technique is used, look for proper format and if the use of dialogue really adds to the story interest. Also check varied use of "said."

...retorted Sue shortly.
...answered Bill quickly.
...questioned Mr. Rabbit cautiously.

Originality -- using the imagination to develop a creative piece of writing that is totally made up of that child's own ideas. Watch out for use of adaption of a T.V. series or direct catch phrases from T.V. commercials. Relying on these does not give the child a chance to try out his or her own creative ability.

Poetry

Format -- a structure in which words and phrases are placed to develop a certain meaning or creates a feeling or mood. When students are not familiar with different formats, poems will appear in sentence or paragraph form.

Look for....I am a thought
Trapped in a world of conformity
I am an idea
Smothered by tradition
Only one person can help me
Could it be you?

as opposed to....

I am a thought trapped in a world of conformity. I am a meek cry smothered by tradition. Only one person can help me. Could it be you?

Understanding Type of Poetry Used -- If students start out with a particular format to be able to continue it through to completion. A student who starts out with a rhyming sequence should finish the poem in this form, not switch to non-rhyming, cinquain, haiku, limericks, etc. half-way through the piece of writing.

Character Description --

Physical characteristics: See short story section.

Personality traits: See short story. So often the behavior of a person is left out and just the physical characteristics mentioned. This really makes a character description quite lacking, as it is the way someone behaves or feels about things that will determine how he acts, if used in a story situation.

Development of Mood or Feeling -- As a poem unfolds, a mood or feeling is developed such as sadness, happiness, fear, anxiety, protection, sorrow, excitement, etc.

Alone
In the cool shade I sit
Alone
In the classroom
All alone
In the bustle of the city crowd
Alone
I wonder why?

Originality -- Develop a creative piece of writing based on student's own ideas. The following are student samples:

Tulips you have, Tulips I see
Tulips have met, but not
with me

Hunting

A hunting I will go
A hunting I will go
Up a hill and down a hill,
A hunting I will go

The Pond

Frogs groggily croak,
Mosquitoes bizz and buzz,
Polliwogs squiggle and wiggle,
On top of the water is floating
Wind-ridden daffodil fuzz.

The Cat Named Pat

There was a cat
His name was Pat
And he always sat

Word Expansion, Sentence Expansion and Sentence Order -- See short story section. These should all be taken into consideration when looking at a character description.

Organization of Thoughts -- Put description together of physical traits and personality traits in such a way as to enable the reader to clearly picture the character in his or her mind.

CRITERION FOR RATER SELECTION AND TASKS

Language Arts/Art

The evaluation methodology for language arts and art is based upon the inspection of samples of students' work emphasizing various skills by a panel of two or three raters, following instruction. The panel should consist of two members of the community with demonstrated experience (formal training and publications exhibitions, etc.), such as college professors, artists, and teachers of gifted in other districts. The third member should be a classroom teacher (elementary, junior high, high school) with a particular interest in art or language arts.

The raters are asked to make a forced choice of "better" on paired samples (pre and post) of each student's work. The ratings for the forced choice selection of "better" for a matched pre-post pair were analyzed using the Binomial Test (Siegal, 1956).

The raters for language arts are to evaluate/rate the student samples according to the skills listed on the language arts rater sheets (tasks A and B), circling the sample number which is "better" for each paired sample presented.

The raters for art are to use the same procedure as mentioned above, realizing the number and nature of the skills being rated will be different for art. They use the (task A) rating sheets and circling the one of the "pairs", rating one as better.

The rating sheets are to be returned to the teacher, and if an adopter district, then to the North Kitsap "Project Success" coordinator by May 1st.

Teacher's Preparation of Student Samples For Language Arts/Art Rating

The students' pre and post samples should be typed on 5" x 7" cards before the rating. The teacher makes a code indicating all language arts and art students' names and if the sample is a pre or post. This insures the fact that this information won't be revealed to the rater. Have the code typed on the front corner of each pre and post sample to make sure that you can identify the same child's pre and post samples as they are paired and rated against one another.

In choosing a code for each student according to the rating sheet numbers.....

Example:

	pre	post
Michelle M.	1	2
John H.	3	4
	post	pre

be sure to assign each student a pair, making sure that you guard against all pre's being the first numbers indicated on the pairs or vice versa with all posts being assigned the second number, as the rater will be able to catch on to the system.

This process continues until you have chosen and recorded a pair of numbers for each student in language arts and art. The raters sheet in your "Identification and Evaluation" packets have pairs which could be assigned to thirty students. If you have more than this to rate in either language arts or art you'll have to add as many pairs necessary for as many additional students you may have, <u>but it is our suggestion that you then select your students randomly; otherwise your raters will have too many to rate</u>.

Please remember the teacher will keep the list of students which have been assigned the code. During the rating you should give the raters their sheets mentioning nothing that would indicate that these are pre and post samples. Just that they are to rate the two pieces of work choosing the one that is "better," then circling the number assigned (indicated in the top left or right hand corner of the 5" x 7" cards). Have them turn them face down after rating each of the pairs and make sure they stack the pairs together so they don't get mixed-up. After the ratings have been done, the teacher and other staff (director of the project, principal, teachers, etc.) analyze the data re-coding those samples that were rated as "better." Record these results on your record sheet, indicating which number of the student's pair the rater circled. If an adopter district, keep a copy of the data for your files and send the other copy to North Kitsap along with copies of the pre and post samples only in language arts and keep your pre and post samples in art for your files. Please send us copies of your raters' sheets used during the rating and marked in both language arts and art. Be sure to keep copies for your files as well.

Please send this information to North Kitsap no later than May 1st.

APPENDIX E

LANGUAGE ARTS EVALUATION - TASK A

Rater: _____

For each category below, students' work is grouped in pairs. Of each of these pairs, decide which is better, considering the skill.

USE OF DESCRIPTIVE ADJECTIVES (Little use of any descriptive words → evidence of appropriate use of descriptive words, e.g., quality and number)

IMAGERY (No use of similes, personifications, metaphors, or words and phrases which create a picture in the reader's mind → uses many words and phrases or similes and personifications to create a picture in reader's mind)

SAMPLE PAIRS	
1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16
17	18
19	20
21	22
23	24
25	26
27	28
29	30
31	32
33	34
35	36
37	38
39	40
41	42
43	44
45	46
47	48
49	50
51	52
53	54
55	56
57	58
59	60

Language Arts Evaluation - Task A (continued)

B. Imagery (No use of similes, personifications, metaphors, or words and phrases which create a picture in the reader's mind → Uses many words and phrases or similes and personifications to create a picture in reader's mind)

SAMPLE PAIRS	
1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16
17	18
19	20
21	22
23	24
25	26
27	28
29	30
31	32
33	34
35	36
37	38
39	40
41	42
43	44
45	46
47	48
49	50
51	52
53	54
55	56
57	58
59	60

LANGUAGE ARTS EVALUATION - Task B

Rater_____

For each category below, students' work is grouped in pairs. Of each of these pairs, decide which is better, considering the skill.

A. Overall Quality of Writing (Material composed of random statements which show no development of theme → material organized to develop a theme, mood or feeling)

SAMPLE PAIRS	
1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16
17	18
19	20
21	22
23	24
25	26
27	28
29	30
31	32
33	34
35	36
37	38
39	40
41	42
43	44
45	46
47	48
49	50
51	52
53	54
55	56
57	58
59	60

APPENDIX F

ART EVALUATION - Task A

ater_____

For each category below, students' art work is grouped in pairs. Of each of these pairs, decide which is better, considering the skill.

A. Contour Line

SAMPLE PAIRS	
1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16
17	18
19	20
21	22
23	24
25	26
27	28
29	30
31	32
33	34
35	36
37	38
39	40
41	42
43	44
45	46
47	48
49	50
51	52
53	54
55	56
57	58
59	60

B. Three Dimensionality

SAMPLE PAIRS	
1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16
17	18
19	20
21	22
23	24
25	26
27	28
29	30
31	32
33	34
35	36
37	38
39	40
41	42
43	44
45	46
47	48
49	50
51	52
53	54
55	56
57	58
59	60

Art Evaluation - (continued)

C. Student Composition Drawing

Proportion

SAMPLE PAIRS	
1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16
17	18
19	20
21	22
23	24
25	26
27	28
29	30
31	32
33	34
35	36
37	38
39	40
41	42
43	44
45	46
47	48
49	50
51	52
53	54
55	56
57	58
59	60

Shading

SAMPLE PAIRS	
1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16
17	18
19	20
21	22
23	24
25	26
27	28
29	30
31	32
33	34
35	36
37	38
39	40
41	42
43	44
45	46
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Detail

SAMPLE PAIRS	
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Art Evaluation (continued)

D. Student Composition - Use of Color

Proportion

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Shading

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Detail

SAMPLE PAIRS	
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